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ABSTRACT

An introduction to the study of American government is the focus on the first unit of the 12th grade level of the FICSS series (Focus on Inner City Social Studies -- see SO 008 271). The five content areas offer an overview of the three major branches of American government, independent regulatory agencies, and politics and elections. The unit develops the concept that each branch of government reaches into the functions of other branches and shows the role of the American government in relation to foreign and military affairs and policies. The unit also stresses the need for active citizen participation to make the government responsive to the needs of the public. The content of the unit includes an introduction; essential materials to teach the course; knowledge, skill, and behavioral objectives; content learning activities; and supplementary resource materials for students and teachers. (JR)

SO008 299

AMERICAN GOVERNMENT

ED104801

GRADE TWELVE, UNIT ONE

12.1

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

Project FICSS
(Focus on Inner City Social Studies)
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Project No. 6090

June, 1971

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PROJECT FICSS

FOCUS ON INNER CITY SOCIAL STUDIES

Project FICSS is a Federally funded investigation sponsored by the U.S. Office of Education under Title 111 of the Elementary and Secondary Education Act. It began on June 12, 1968 and is to conclude in June 1971.

Purposes

According to the project proposal, the purposes of this investigation are:

1. to construct a K-12 inner city social studies curriculum.
2. to develop new materials and/or adapt available materials designed to implement the new curriculum, to field test these materials, and revise them as necessary.
3. to promote in selected central city school systems change in social studies curriculum and instruction which is in accord with the needs and problems of an urban society.

Organization

The grant was awarded to the Youngstown Public Schools in conjunction with four other northeastern Ohio school districts, Akron, Canton, Mansfield, and the Youngstown Diocese. Under the directorship of Dr. Melvin Arnoff of Kent State University, the original designer of the project, the five district social studies coordinators worked in concert to select a five-man team from each school district. These teams met together full time in the summers and part-time during the academic year. As a group they received the necessary input and participated in studies which helped prepare them for the challenging task of developing a social studies curriculum design for the inner city. In order to do this they needed to become knowledgeable in curriculum theory and the problems of the inner city.

Temporary Products

At the end of the first summer of study, some materials (units) were developed for use by the schools during the esuing year. These, However, are no longer in print since they were intended as temporary materials. They were designed to meet specific immediate needs in the direction of providing some modest corrections within the prevailing social studies curriculum of the participating schools to better balance the treatment of minority groups.

Developing the Curriculum Design

Following a series of conferences held during 1968-69 the unit writers from the five school systems had arrived at a tentative K - 12 curriculum design. This design was reviewed by lay and professional persons as well as a 60 man Board of Reactors. It was subsequently revised and expanded to include more detailed outlines of the specific units of each grade level. The curriculum design was finalized on April 14, 1970. Even this design, however, has not been sacrosanct. As the writing of individual units progressed, it became clear that some units were part and parcel of others, some lacked sufficient content to stand on their own, and others could be better written by revising the intended content. The final design, therefore, is the product of investigation, speculation, review, and revision in accord with practical pedagogy.

Unit Development

As was indicated above, the forst products of this projest were temporary units intended as first-aid to the obviously unbalanced curricula of the participating schools. These are no longer available.

After the major portion of the curriculum design was completed during the summer of 1969, six units were developed to be classroom tested during the 1969-70 academic year. Sufficient data were collected on these units as they affected classroom achievement and attitudinal changes to permit judicious revision of the materials toward making them more effective in realizing the aims of the curriculum.

The major portion of unit writing was achieved during the summer of 1970. During this time, all of the previously prepared units were revised or modified to be in accord with the April 14, 1970 design. Approximately 50 of the 69 units of the K - 12 design were prepared by the end of the 1970 seven-week writing session. Thirty-six of these units were throughly edited and prepared for utilization in 108 classrooms in the five participating districts during the 1970-1971 school year.

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Evaluation

The effect of these materials was evaluated via a design developed in accord with guidelines specified by the Division of Research, Planning and Development of the Ohio State Department of Education. The design called for the administration of an attitude and an achievement test prior to and following the teaching of the first semester units at each grade level, grades 1-12. While the cumulative effects of these units was being evaluated in one set of classrooms, a modest idea of the effect of each unit was being gained through the administration of achievment post-tests following the teaching of individual units in a second set of classrooms. (Although a pre-test post-test design would have been preferred, fundamental and other considerations obviated this possibility.)

Refining the Curriculum Design and Units

After the first semester units were classroom implemented and evaluated, the data were analyzed and utilized in unit revision. The units developed for the second semester were used in many classrooms, however, complete data on the effectiveness of these materials were not collected due to financial restraints and the improbability of immediately utilizing the data for unit revision prior to the legally imposed concluding date of the Project, June 11, 1971. (A three-year project life-span is the maximum allowed under Title III.)

Utilization of the FICSS Curriculum Design and Units by Other School Districts

It is the firm conviction of theProject staff and unit writers that theFICSS curriculum makes a significant contribution toward developing a relevant social studies curriculum in Grades K- 12. Relevancy here refers to the ability of a curriculum to enable pupils to comprehend the front pages of the newspapers, to understand the variety of ethnic and national cultures and aspirations of the peoples of America, and to be able to deal intelligently with the public and personal issues which are germaine to all of these areas.

Consequently, every school system is encouraged to review the products of Project FICSS and, should they find materials in harmony with their view of what is needed in the curriculum, to use these in part or in total, to adopt and/or adapt them as they see fit. This way Project FICSS will truly have served as an exemplory project.

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INTRODUCTION TO THE TWELVTH GRADE CURRICULUM

The content of the twelvth grade curriculum has been specially selected to be deserving of the capstone position in the new curriculum design. The ideas considered at this grade level require a high level of sophistication and emerging insight. The better prepared the senior, the more he will be able to derive from the studies of this grade.

The ideas themselves deserve capable, interested students. In this grade students examine the forces of our society which, once set within a system, once they gain momentum, once they mutually nurture, are very difficult to modify. Thus these institutions have a life-style all their own, one which they seek to continue and expand, seemingly based on the assumption that what is good for them is good for the nation. Or, is it rather, that good fails to make its entrance onto the scene, that it fails to be a factor considered in the making of institutional decisions?

How responsive is government? How concerned is big business and labor for the general welfare? Will big business curtail production until they solve their pollution problems? Will labor refrain from seeking wage hikes during periods of inflation? Will the military be the first to seek negotiations or call for disarmament? Is the military tied to business and vice versa? Will the church serve as a conscience at all costs? Will education be the "chief" agent for promotion of intelligent change or the "Indian" which merely tells how good whatever we have had has been? Are all the 'bad guys' in organized crime? How does this institution affect each of our lives and make decisions for us? How can we modify this sector of our society?

These are some of the questions to be explored in this year of study. The topics alone should excite even the usually more reluctant. Specifically the units of this grade level are:

12.1 Our Government
12.2 Business, Labor and the Government
12.3 The Military, Business, and Government
12.4 The Force of Education
12.5 Organized Crime in Our Nation

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INTRODUCTION TO UNIT 12.1

At its most superficial level, the 12.1 unit is an introduction to the study of American government. The five areas of content overview the three major branches of government the 1) executive, 2) legislative, and 3) judicial and 4) the independent regulatory agencies, and 5) politics and elections.

But superficiality is not the goal. Rather the students should come to realize that each branch of government does reach over into the functions of the other branches, that diffused power does make tyranny of the government difficult but it also works in favor of conservatism and in obscuring responsibility for particular programs or policies.

How is a president or a congressman made? This becomes an essential question in this age of Madison Avenue image-making. Will you be voting for a real person or market-analyzed sythesized mirage bought by a candidate who is then sold like soap powder?

Is the government responsive to the way you would like it to be? Do you really know what it is doing in the way of foreign aid or political and military 'aid' to other nations? Should it be keeping records on dissenting students and adults? Is the seniority system in Congress in the best interests of the public?

The questions that could be asked in this unit depend upon the stimulation the teacher is able to give the class and their degree of interest and willingness to explore problems which have meaning to them. After studying this unit, the pupils should be able to approach the second unit on business and labor with much greater insight.

Introduction to a Unit Teaching Strategy Incorporated in FICSS Units

Suggested Teaching Procedures and Introductory Activities

Teaching Procedures

1. These units are based on a depth study strategy approach. It is felt that this method is consistent with the "learn by doing" theories of John Dewey which have been corroborated by Piaget.

2. The basic steps for this stategy consist of introductory activities conducted by the teacher which excite the interest of the student and cause him to ask questions about the new study. These questions serve as an introduction to the scope of the topic.

3. The students, working in groups, or individually, research the questions they have raised and categorized. Each student contributes to the committee work in his own special way and at the same time develops the ability to work in a group situation.

4. One of the most easily recognized trends in the development of recent thought in social studies education is that which is directed toward providing inquiry experiences for the pupil. In these experiences students would not necessarily be told the meaning of the data they would encounter nor would the data necessarily be presented to them. They would have to search for it and to bring meaning to that which they found. From this description, then, it is seen where the depth study strategy proposed here is in concert with the spirit of inquiry.

5. When the group prepares its presentation for the class, they have many occasions to review and restructure their information. After hearing each of the presentations the teacher leads the class in an overview and helps them gain perspective on the topic. The facts gained are used to develop hypotheses and generalizations. Again the facts and understandings are used to develop the culminating activity. Although each of these activities is somewhat different, they all are forms of review or reuse of acquired information. The student, then, is involved in no less than three opportunities to recall and use the new data. Each time, of course, the information is called for in a new context.

6. In a depth study approach, the teacher assumes the role of the structurer of learning activities. Also, however, the teacher is the most readily available resource person, both for process and content. The class could conceivably ask the teacher to talk to them about a specific topic or to discuss a film or filmstrip. If the teacher has had special experiences which are pertinent to the study, the class may call upon him to show slides or to deliver a special talk.*

*Information taken from a monograph by Dr. Melvin Arnoff.

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AN OUTLINE OF A TEACHING STRATEGY INCORPORATED INTO FICSS UNITS

PHASE	PURPOSE
I. Introduction	Motivation of students
II. Raising Questions	Listing Students' questions
III. Categorization of questions by students	Organization of ideas. Experience in critical thinking.
IV. Forming and Instructing Committees	Grouping for social or psychological ends. Placement of responsibility for learning upon the shoulders of students. To let student know they are defining pursuing, and reporting their own study.
A. Tasks	To aid students in identifying desired organizational schemes for small groups and to help them define the responsibilities and behaviors or leaders and group members.
B. Roles	
C. Methods of Researching Information	To aid students in locating, recording organizing and presenting information.

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PHASE	PURPOSE
V. Information Retrieval	To allow students the opportunity to answer their own questions, to employ their library skills, to develop critical thinking and logical organization of data.
VI. Committee Reports	To develop and rehearse the presentation to the class.
VII. Perspective and overview	To hear the reports of each committee which has sought answers to the questions of the class.
VIII. Developing Hypotheses and Generalizations	To integrate the findings of the committee reports, to note trends, likenesses and differences when compared with other examples known by the students.
IX. Culminating Experiences	To study the information presented to discover some basic principles of the social sciences which may be operant.
	To gain further perspective and to enhance recall.*

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MINIMUM ESSENTIAL MATERIALS
(FICSS KIT)

	RESOURCE	TEACHER	PUPIL	PRICE
1.	United States Government Organizational Manual, Current Issue, @ $3.00 each		1	$ 3.00
2.	Rules and Manual of the U. S. House of Representatives, Current editions @ $3.25 each		1	3.25
3.	Senate Manual, Current editions, @ $3.25 each		1	3.25
4.	Superintendent of Documents, G.P.O., @ $3.75 each		1	3.75
5.	The Presidency: Office of Power, Jack Bell, 1967 Allyn and Bacon, @ $1.84 each		2	3.68
6.	Presidential Government, James M. Burns, 1966 Bard Avon @95¢ each		1	.95
7.	The President: Office and Powers, Edward S. Corwin, New York University, 1957 @ $2.95 each		1	2.95
8.	Presidential Power, Richard E. Neustadt, 1960 Wiley , @ $2.95 each		1	2.95
9.	The American Presidency, Clinton Rossiter, Mentor, @ 75¢ each		2	1.50
10.	Congress: Power and Purpose on Capitol Hill, Raymond Lahr and J. W. Theis, 1967, Allyn and Bacon, @ $2.04 each		3	6.12

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	RESOURCE	TEACHER	PUPIL	PRICE
11.	The New Congress, Stephen K. Bailey, St. Martin's, 1966 @ $1.50 each		1	$ 1.50
12.	Congressional Reform: Problems and Prospects, Joseph S. Clar,, 1965, Crowell, @ $2.95 each.		1	2.95
13.	Courts and Rights: The American Judiciary in Action, John P. Roche, 1966, Random House @ $2.25 each		1	2.25
14.	The Supreme Court and Contemporary Issues, Isidore Starr, 1969, EDEC --Price not available, get even without price -		3 (EXC. BOOK)	
15.	The Supreme Court in American Life, Leonard Jones, 1964, Scott Foresman @ $1.80		3	5.40
16.	The Making of the President, 1960,, Theodore H. White, 1961, Antheneum @ $1.25 each		1	1.25
17.	The Making of the President, 1964, Theodore H. White, 1965, Antheneum @ $1.25 each		1	1.25
18.	Politics: The American Way, Abraham Ribicoff and Jon O. Newman, 1968, Allyn and Bacon @ $1.84 each		3	5.52
19.	The Two Party System in the United States, William Goodman, 1964, Van Nostrand @			
20.	American Party Politics: Essays and Readings, D. C. Herzberg and Gerald Pomper. eds., 1966, Holt, etc. @ $7.50 each	1		7.50

RESOURCE	TEACHER	PUPIL	PRICE
21. Power in Washington, Douglas Cater, 1964, Vintage, @ $1.45 each		1	$ 1.45
22. Pressure Groups in American Politics, H. R. Manhood, 1967, Scribner's, @ $3.25 each	1		3.25
23. Politics, Parties and Pressure Groups, V. O. Key, 1964, Crowell @$9.00 each	1		9.00
24. Interest Groups and Lobbying, Abraham Holtzman, 1966 Macmillan, @$1.95 each		1	1.95
25. Challenge and Decision, Reo M. Christenson, 1967, Harper & Row, @ $3.95 each		1	3.95
26. Legislators and the Lobbyists,, 1968-2nd edition, Congressional quarterly, @ $2.95 each		2	5.90
27. C Q Guide to Current American Government, Spring 1970, Congressional quarterly, @$2.50 each		1	2.50
28. Politics in America: 1945 - 1968, Congressional quarterly, @ $2.50 each		1	2.50
29. Nader's Raiders, Cox, Fellmeth, Schulz, Grove Press, @ $1.25 each		1	1.25
30. The Case Against Congress, Pearson & Anderson, Pocketbook, @ 95¢ each		1	.95

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RESOURCE	TEACHER	PUPIL	PRICE
31. Nader Reports, RN 3, Interstate Commerce Commission, Social Studies School Service, @ 95¢ each		2	$ 1.90
32. Nader Reports, RN 4, The Chemical Feast, Social Studies School Service, @ 95¢ each		2	1.90
		TOTAL -------	$95.52

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OBJECTIVES

Knowledge

The pupil will know:

1. the basic structure and functions of the three major branches of our government (Legislative, Executive, Judicial)
2. the basic principles of democracy which include limited government, popular soverignty, division of power, separation of power, judicial review, etc.
3. the purpose and function of the independent regulatory agencies and the lack of separation of power that exists within these
4. the legislative power is lodged in Congress which consists of a House of Representatives and Senate
5. Senators serve a six-year term while Representatives serve two-year terms
6. why the selection of committee chairman and the seniority system are subject to much criticism
7. how a bill becomes law
8. the powers of the Presidency during peacetime and wartime
9. the method of electing the President and the attendent criticisms and proposed reforms
10. the Supreme Court possesses the ultimate judicial power
11. the difference between original, appellate, exclusive, and concurrent jurisdiction
12. the differences between a majority, dissenting, and
13. the President of the U.S. is the chief executive officer, Commander in Chief of the armed forces and functions in other roles also
14. the functions of the independent regulatory agencies
15. how political campaigns are financed
16. how business and labor seek to support candidates and the limitations on such support
17. how Madison Avenue shows the voter the qualities he wants to see in a candidate

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OBJECTIVES

Skills:

The pupil will be able to:

1. read newspapers, news magazines and pamphlets to identify basic views and philosophy
2. recognize the differences in purposes and coverage of different newspapers, news magazines and pamphlets
3. utilize the Readers Guide to Periodical Literature to find information on a given topic
4. make a bibliography
5. write a summary or outline of main points encountered in material
6. compare information about a topic drawn from two or more sources to recognize point of reference
7. examine material for consistency, reasonableness, and freedom from bias
8. recognize propaganda and its purposes in a given context
9. identify a sequence of ideas and select those that are most important
10. collect, evaluate, and organize information around a clearly defined topic
11. recognize the point of view and common symbols used in political cartoons
12. interpret and construct graphs, charts, tables, and other graphic materials

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Attitudes

The pupil will:

1. believe that the only way to make our form of government responsive to the needs and demands of the public is by becoming politically active and vocal as evidenced by his voluntary actions in this direction. (letter writing to government officials, carrying petitions, etc.)
2. believe that political modifications come about as a result of the exerting of political power as evidenced by his efforts to exert political power in the classroom or in out-ot-school affairs
3. want to be an informed citizen as evidenced by his ability and willingness to bring in information concerning events of the state and federal scene.
4. respect the rights and opinions of others as evidenced by his willingness to listen and give a fair hearing to a different or opposing viewpoint

OBJECTIVES

Behaviors

The student will:

1. accept the role of leader or follower as evidenced by his ability to play the appropriate role as the situation requires
2. profit from criticism and suggestions as evidenced by ability to modify or change his opinions
3. distinguish between work that can be done most efficiently by individuals and that which calls for group effort as evidenced by his ability to choose the appropriate method
4. develop a civic awareness as evidenced by his participation in local civic and political campaigns and elections

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I. Introductory Activities

SUGGESTED INTRODUCTORY ACTIVITIES

The following activities are suggested as some ways the teacher might choose to introduce the unit of study. They are merely suggestive; the teacher is encouraged to develop those means which are appropriate to his teaching style and the learning style of his students.

If the students have been accustomed to reading the newspapers and keeping up with current events or problems, the teacher might ask the class what are the strengths and weaknesses of their government. These can be listed on the board. Some students might question what others believe to be strengths and weaknesses and this can give rise to the questions which the class can generate about government.

Over a period of a week or more the class can bring in articles which refer to programs or problems of the federal government. They should be encouraged to scour periodicals such as the Saturday Review, the Nation, etc. as well as their local newspapers. From discussions of these materials the pupils can be guided to raise questions about the functioning of their government and some of the pursuant problems.

The teacher may post several articles dealing with the topic of each of the five committees, executive, legislative, judicial, independent regulatory agencies, and political parties. Students can be encouraged to read these articles and ask questions about them. (See materials in Kit on Organized Crime legislation, House and Senate reorganization, presidential-senate struggles, etc. Other problems may be raised such as the electoral college-popular vote issue.

Utilize a copy of the ideal Constitution proposed by Rugwell in The Center Magazine (see bibliography) and have a group of pupils read the constitution and raise questions about its provisions. Another way might be to duplicate sections of the document and distribute them to various members of the class. Or you might copy the whole document and give various paragraphs to individuals for them to report on or to raise questions about.

Strategy

11. Raising Questions

A. to pose the questions of interest to pupils

B. to structure the content of the unit.

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LEARNING ACTIVITIES

After the teacher has completed the various introductory activities, he should ask the pupils "Now that you have seen some of the displays and other materials related to this unit which we will study, what questions would you like to have the class answer about American Government.

Some of the questions pupils might raise are:

1. What are the major references suggested to streamline the operations of Congress?
2. What is the extent of the President's war powers?
3. What are the major cases to be considered by the Supreme Court during its next term?
4. What are the functions of the Independent Regulatory Agencies?
5. Do you have to be wealthy to run for National Political office?

These are just sample questions. They are based on the content of this unit. It is hoped and expected that the students will generate a list of at least forty questions that indicate their interests. The teacher can use the question formation activity to strengthen the students' ability to propose useful guidelines for their investigation of the problem. They will then be able to gain an overview of the unit before they begin to work on answering specific questions or topic areas.

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Strategy	Learning Activities
III. Categorizing Questions	
A. To determine the number of committees needed to investigate the topics.	Although one cannot anticipate the exact questions students will raise and the categories they will devise for them, it is possible that the following categories will appear. These are not the only categories which can be used for organizing the study. Rather, they are one set which the author feels are plausible and would serve as one way to organize the presentation of the content in this unit. Hopefully, the teacher will use those categories suggested by the students.
B. to organize basic ideas that should be explored.	The content sections of this unit conform with the categories listed below and committees could be formed to research each topic.
C. to gain experience in critical thinking.	

Topics	Committees	Content Color Code
Legislative Branch	Committee A	Pink Section
Executive Branch	Committee B	Green Section
Judicial Branch	Committee C	Blue Section
Independent Regulatory Agencies	Committee D	Yellow Section
Politics and Elections	Committee E	Pink Section

Strategy	Learning Activities	Content Material
IV Formation of and Instructions to Committees 1. To identify the necessary tasks of the committees	The students may wish to work in groups to pursue those topics which most interest them. The content might also be revealed through a more traditional approach but the FICSS unit writers believe it of great importance that pupils learn the skills and the problems associated with cooperative efforts. Thus they do recommend the committee as the agent for seeking factual information. The committee organization also allows for individual excellence especially as it is perceived as effecting group goals. Activities Discuss and decide on something like this: Class discussion concerning: 1. The tasks of a committee 2. The roles of committee persons. 3. How to find information.	A. Tasks of Committees 1. Organize committee a. Random choosing by teacher or students b. Students rank choices on slips of paper. c. Student's choice on basis of their interest in subject matter to be explored. d. Using sociograms to achieve balance within a committee (may be homogeneous or heterogeneous) e. Number selection-students in the classroom count off, 1,2,3, etc., all 1's on committee, all 2's second committee, etc. 2. Utilize class questions as starting point for planning committee work. 3. Add new questions suggested by committee members. 4. Assign research, find information, coordinate information, develop and present.

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Strategy	Learning Activity	Content	Material
		B. Roles in a Committee 1. Leader a. Help make everyone become a part of the group. b. Let everyone have his turn at the "good" group jobs. c. Get ideas from all members of the group. d. Let the group decide which ideas are best. e. Keep the group moving to get its job finished in the best way it can. f. Keep from being "bossy". g. Help your group decide what its job is. 2. Group Members a. Help the leader carry out plans. b. Do your share of the work. c. Work without disturbing other group members. d. Ask other members for their ideas. e. Select only those ideas which help the group do its best work. f. Cheerfully take the jobs the group wants you to do. g. Make other members of the group feel welecome.	

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Strategy	Learning Activity	Content	Material
2. To determine desired roles in committee operation.		3. Secretary a. Record group decision b. Verify motions and decisions c. Aid committee in coordinating research	
		C. Finding Information (See Section I) 1. Textbooks and books a. Use of index b. Use of glossary, appendix, map lists, illustrations 2. Encyclopedias a. Use of key words; letters on volume, index, class reference 3. World Almanac 4. Pamphlets 5. Pictures 6. Filmstrips 7. Charts, cartoons, posters, graphs 8. Records 9. Community	
3. To identify sources for obtaining necessary information		Discussion possibilities for presentation: 1. Reports 2. Panel and round table discussions 3. Show visual aids 4. Make and show graphs and charts	

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Strategy	Activities
V. Information Retrieval Activities	The students may:

1. tape an interview with a local candidate for national office and determine his position on current political issues.
2. contact the Secretaries of State of the 50 states and territories and request sample ballots and election laws.
3. write the major Independent Regulatory Agencies for organization charts and Annual Reports.
4. secure information concerning the preparation of the annual federal budget from the Office of Management and Budget.
5. write local Senators and Represenatives for examples of the different types of bills, resolutions, and calanders, etc.
6. Ask to be placed on the mailing list of major congressional committees to receive committee testimony.
7. prepare a verticle file on current governmental actions utilizing magazines, newspapers, and government reports.
8. Develop a questionnaire that would sample viewpoints of localizations toward the suggested reforms in our government.
9. Secure dopies of recent Supreme Court decisions.
10. Develop a classroom periodical library by bringing in magazines such as Time, Life, Saturday Review, etc. They may also canvas the neighborhood to have periodicals donated.
11. Write a questionnaire on some selected concepts of government. Conduct a "man on the street" poll or administer the tool to adult groups determine their level of understanding of their government.
12. Draw up a list of topics within your area of interest and develop individual or joint projects to investigate one or more of them. Some of the topics might be:

<u>Effects upon Individual</u>

Executive Branch
-- Credibility Gap - Johnson - Nerve Gas - Nixon
-- Agnew - Law and Order - comments - Repression - Intimidation

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Strategy	Activities
V. Information Retrieval Activities	--Southern Strategy vs. Civil Rights - Blacks --Accountability - Cambodian Move --Data banks + privacy - access to income tax reforms --War (Presidential) vs. Congress --liason with legislative branch ABM armtw'sting --Supreme Court nominees and Se na'e Legislative Branch --Congressional Reform - frustration among students --Investigating Committees - HUAC - McCarthy Era --Congressional Ethics - Politics = dirty --Responsiveness to electorate --Seniority System --Senate control + influence - appointments - foreign policy --Corrupt practices --Campaign expenditures Judicial Branch --Judicial Reform - Fortune Magazine 1. Excessive Bail 2. No-knock provisions 3. Preventive detention --Judicial administrators - streamlining --Judicial councils vs. independence of judiciary Independent Regulatory Agencies --lack of separation of power - Power concentration --Regulate whom and what - for what purpose - Penn Central --Impersonal - can individual influence? how? --Are IRA's unduly influenced or controlled by those they are to regulate

92026

Strategy	Activities
V. Information Retrieval Activities	Politics and Elections --access to political office - economics - wealthy candidates (Rockefeller, Metzenbaum) --Influence of individual - amount -- third parties - state election laws - American Independent Party --Financing campaigns - limitations on spending --Equal time provisions - TV

42000

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval	Introduction to the topic:	

I. Basic concepts of democracy:
- A. A recognition of the fundamental worth and dignity of the individual.
- B. A respect for the equality of all men.
- C. A faith in majority rule that respects minority rights.
- D. An acceptance of the necessity of compromise.
- E. An insistence upon the widest possible area of individual freedom.

II. The Constitution - (fundamental law)
- A. Basic Principles
  1. Popular sovereignty
     - a. All political power belongs to the people and any and all power exercised by the government must flow from the people.
  2. Limited Government
     - a. Governments in the United States may exercise only those powers which the people have vested in them.
  3. Separation of Power
     - a. The power of the federal government is divided (separated) among the three branches of government: legislative, executive, and judicial.
  4. Checks and Balance System.
     - a. Each branch of the government has certain powers (checks) that it can utilize to prevent another branch from becoming too powerful and dominating the other two. The existence of the checks (quasi-powers) helps to maintain a balance of power between the three branches.
  5. Division of power - Federalism.
     - a. Refers to the division of powers by the Constitution batween the federal and state governments. May also be used to describe the division of legislative powers between the Senate and the House of Representatives.

82000

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval	Introduction to the topic (cont.)	

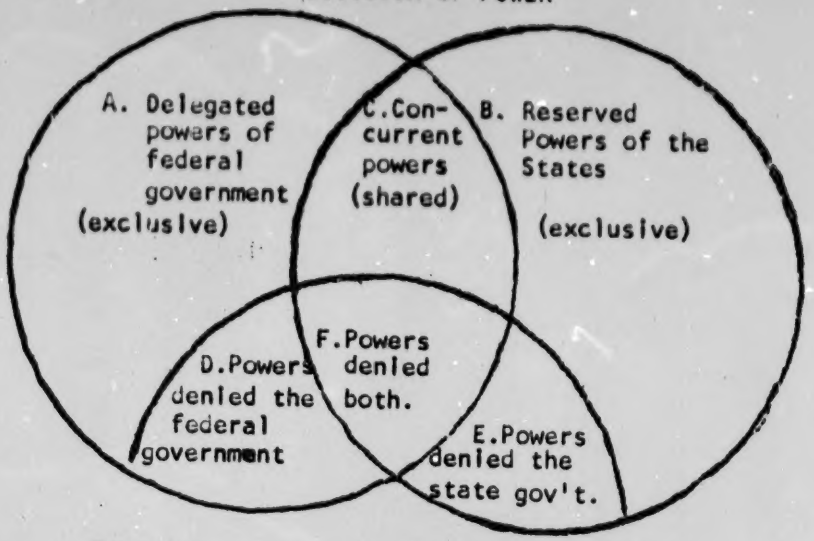
6. Judicial review.
   a. The power of a court to determine the constitutionality of a governmental action and to declare void (declare unconstitutional) any action found to be in conflict with some provision of the Constitution. An implied power.
7. Due process of law.
   a. Due process requires that both the legal procedures followed and the laws under which they are followed be fair.
      1) Procedural due process-legal procedures must be fair.
      2) Substantive due process-laws must be fair.

62000

STRATEGY

V. Information Retrieval

CHART #1 DIVISION OF POWER


A. Delegated powers of federal government (exclusive)
C. Concurrent powers (shared)
B. Reserved Powers of the States (exclusive)
D. Powers denied the federal government
F. Powers denied both.
E. Powers denied the state gov't.

Examples:

A. Delegated Power (federal)
   1. Expressed Power
      a. Declare war and make peace.
   2. Implied Power
      a. Regulation of labor-management relations.
   3. Inherent Power
      a. Regulation of immigration.

B. Reserved Powers (state)
   1. Maintain a public school system.
   2. Create units of local government.

C. Concurrent Powers (both)
   1. Power to lay and collect taxes.
   2. Power to define and punish crimes.

D. Powers denied the federal government.
   1. Power to tax exports.
   2. Power to grant titles of nobility.

00030

E. Powers denied state governments.
   1. May not enter into treaties or alliances without permission of federal government.
   2. May not make a law impairing the obligations of a contract.

F. Powers denied both the federal and state governments.
   1. Interference with freedom of speech, press, etc.
   2. Deprive an individual of life, liberty or property without due process of law.

00031

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Legislative Branch	I. Congress A. Legislative branch of federal government. 1. Article 1, Section 1, of the Constitution. "All legislative powers herein granted shall be vested in a Congress of the United States, which consist of a Senate and House of Representatives." 2. Bi-cameralism.-legislative power is divided between two (bi) houses (cameral). 3. Terms of congress. a. Congress meets for a two year term. b. 91st term-January 3, 1969 till end of second session in 1970. 4. Sessions of congress. a. Each term is divided into two sessions, each starting on January 3rd of every year. b. Special sessions can be called by the President. II. House of Representatives. A. Size 1. 435 members. 2. Seats are apportioned among the states according to population B. Reapportionment 1. Seats automatically reapportioned after every decennial census. a) Ohio - 23 seats - 1950's. b) Ohio - 24 seats - 1962. (added one seat based on 1960 census). c) Ohio - 23 seats - 1972 (loses one seat based on preliminary 1970 census estimates). C. Districts 1. Representatives, since 1842, have been elected from individual districts composed of contiguous territory.	

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Pages 18, 58, and 147 were removed from this document before submittal to EDRS because of their poor legibility.

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Legislative Branch (Cont.)	2. Since 1872, districts should contain "as nearly as practicable an equal number of inhabitants". 3. Since 1901, districts were directed to be of "compact territory". a. Because these early legislative enactments were often disregarded by the states and no attempt was made by Congress to enforce them, they were omitted from the Reapportionment Act of 1929 and declared repealed by the Supreme Court in 1932. As a result, there has existed a great inequality of representation. 4. Theoretically, each representative represents 460,000 + people. 5. In practice, there has been unequal representation. Example: 1950 Census - 23 Ohio Congressional Districts 3rd District - 1 representative - 756,494 5th District - 1 representative - 321,692 (late 1950's) 1960 Census - 24 Ohio Congressional Districts (plus one) After Redistricting 3rd District - 1 representative - 436,689 5th District - 1 representative - 354,537 (1962) 1970 Census - 23 Ohio Congressional Districts (minus one) After Redistricting (yet to be done) 3rd District - 1 representative - 5th District - 1 representative - (1970) 6. Alaska - entitled to only 1 representative (1970 census estimate)	

000034

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Legislative Branch (Cont.)	D. Major reasons for inequality of representation. 1. Population shift from rural to urban areas has not been accompanied by a proportionate shift of political power through redistricting. 2. Some states have gained population at the expense of others between censuses. 3. Gerrymandering-creation of unequal political districts, favoring one political party over the other. 4. Districts must now have approximately equal population. (Wesberry vs. Sanders, 1964) E. Qualifications of House members. 1. At least 25 years of age. 2. A citizen of the U. S. for at least seven years. 3. An inhabitant of the state from which he is chosen. 4. Informal qualifications determined by the House of Representatives. F. Election. 1. All 435 members of the House of Representatives serve two year terms and face re-election every second year. 2. Vacancies are filled by either appointments by state governors, or special elections. III. Senate of the United States. A. Size - 100 senators - 2 from each state regardless of population. B. Term - senators serve 6 year terms. Terms of senators are staggered so that 1/3 of the senators are up for re-election every two years.	

00035

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Legislative Branch (Cont.)	C. Election. 1. Originally senators were elected by the state legislatures. 2. Since adoption of the 17th Amendment senators have been elected at large by each state. 3. 1/3 of the senate up or re-election every 2 years. D. Qualifications. 1. At least 30 years of age. 2. A citizen of the United States for at least 9 years. 3. An inhabitant of the state from which he is elected. IV. Organization of Congress (structural) A. House of Representatives. 1. Presiding Officer - Speaker of the House - elected by the House of Representatives by majority party. 2. Powers a. Power of recognition. b. Power to interpret rules. c. Power to refer bills to committee. d. Power to appoint committees. B. Senate 1. Presiding Officer - Vice President of the United States. (less powerful than the Speaker of the House) 2. President Pro Tempore - Majority party Senator elected by Senate to preside in the absence of the Vice President. Organization of Congress (political) A. Most Congressmen are either Democrats or Republicans. B. Majority party elects the Speaker of the House. C. Majority party controls committee appointments. D. Caucuses are held: 1. Majority party elects; a. Majority Floor leader. b. Majority Whip.	

00036

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Legislative Branch (Cont.)	2. Minority Party elects; a. Minority Floor leader. b. Minority Whip. 3. Each party has a Steering Committee (Policy Committee) Congressional Committees A. Majority of work done in Congress done in committees. 1. House of Representatives 20 Standing committees (Permanent committees) 2. Senate 16 Standing committees (Permanent committees) Other committees (Both Houses) a. Special or Select Committees (temporary) b. Joint Committees c. Conference Committees d. Investigating Committees Publications A. Congressional Record. B. Congressional Directory. C. United States Statutes at Large Specialized Agencies to help Congressmen A. Office of Legislative Counsel - expert service in drafting bills. B. Legislative Reference Service - information and research.	
	V. Legislative Functions. A. Expressed powers - Examples: 1. Peace powers. a. To log taxes. b. To borrow money. c. To regulate foreign and interstate commerce. d. To establish naturalization and bankruptcy laws. e. To coin money and regulate its value. f. To punish counterfeiters. g. To establish post offices.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Legislative Branch (Cont.)	h. To grant patents and copyrights. i. To create inferior courts. j. To define and punish felonies and piracies on the high seas. k. To exercise exclusive jurisdiction over the District of Columbia and other federal properties. 2. War powers. a. To declare war. b. To raise and support armies. c. To provide and maintain a navy. d. To make laws governing land and naval forces. e. To provide for calling forth the militia to execute federal laws, suppress insurrections, and repel invasions. f. To provide for the organizing, arming, and disciplining the militia. B. Implied powers. 1. Based on Article I, Section 8, Clause 18. 2. Called the Elastic Clause or Necessary and Proper Clause. a. To make all laws necessary and proper for carrying into execution the foregoing powers. Examples: To establish national banks. To condemn property by eminent domain. 3. Used most effectively in conjunction with: a. Commerce power. b. Taxation power. C. Inherent powers - Examples: 1. Recognition of foreign governments. 2. Regulation of immigration. 3. Acquisition of territory.	

00038

STRATEGY	CONTENT	MATERIAL

V. Information Retrieval

Committee A

Legislative Branch (Cont.)

VI. Non-legislative Functions.[1]

1. Constitutional amendment.
2. Canvass of the electoral college vote.
3. Confirmation of Presidential nomination.
4. Advice and consent on treaties with foreign states.
5. Impeachment of civil officers.

A. Constitutional amendment.
   1. 2/3 majority of each house needed to submit amendment to states for ratification.
   2. No presidential veto.
   3. Congress can call a National Constitutional Convention at the request of 2/3 of the state legislatures.
   4. Ratification by state legislatures or individual state constitutional conventions. 3/4 necessary for amendment to become part of the supreme law of the land.

B. Canvassing the electorall college vote.
   1. Must count (officially) electoral college vote before Joint Session of Congress.
   2. President and Vice President not officially elected until joint congressional canvass is made official.

C. Election of President or Vice President by Congress.
   1. In the event no Presidential candidate receives a majority of the electoral votes, the House of Representatives choose the President from the top three candidates receiving the most electoral votes. One vote cast by each state delegation.

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V. Information Retrieval

Committee A

Legislative Branch (Cont.)

2. In the event no Vice Presidential candidate receives a majority of the electoral vote, the Senate ballots on the two candidates receiving the largest number of electoral votes.

D. Confirmation of Presidential appointments.

1. President empowered to appoint administrative and judicial officers.

2. Senatorial precedents place nominees into four categories:

1) Cabinet members, Presidential Assistants and Advisers, and Ambassadors.

a) Very rarely not accepted.

b) Since 1959, Strauss, Secretary of Commerce, rejected; President Coolidge's nominee, Charles Warren, Attorney General, rejected.

2) Judicial and certain higher administrative offices that do not fall within one state.

a) Supreme Court

b) Courts of Appeals

c) Independent Regulatory Commissioners

3. Commissioned officers of the military branches and public health service.

4. Lesser federal officials (within one state)

) Marshals

b) U. S. Attorneys

E. Senatorial role in treaty-making.

1. President makes by and with the advice and consent of the Senate.

a. By 2/3 vote of vote of Senate quorum present.

b. President cannot sign without Senatorial approval.

Wilson-Treaty of Versailles

League of Nations.

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Legislative Branch (Cont.)	2. Can dispose in four ways: a. Approve as submitted. b. Approve with amendments or reservations. c. Disapprove. d. Take no action--unfinished business. F. Impeachment. 1. Legislative removal of officials for "high crimes and misdemeanors". 2. Purging the vicious faithless, or corrupt officials. 3. Restricted to: a. President b. Vice President c. Heads to the Administrative Departments. d. Members of Regulatory Commissions. e. Judges of national courts. 4. Procedure: Power in the House of Representatives. Impeachment is unofficial charge corresponding to an indictment in a criminal case by a grand jury. a. Introduced in the House - investigation of public conduct. b. If resolution approved - investigation conducted and reports to committee. c. Adoption. d. Senate notified. e. House drafts and approves articles of impeachment. f. House selects board to prosecute. g. Senate organizes into court of impeachment, conducts trial, hears witnesses and arguments of house managers and defense counsels, and sustains or refuses to sustain impeachment. h. 2/3 vote needed for Impeachment.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Legislative Branch (Cont.)	VII. Legislative Procedure. A. Sponsorship 1. House - only one member can sign a measure. 2. Senate - as many members who are desirous of signing. B. Submission. 1. House - copy placed in hopper at speaker's table. 2. Senate - chief clerk's desk. C. Assignment to committee. 1. Referred to the appropriate standing committee and given a number. D. Standing committee action. 1. General a. Pass as introduced. b. Pass as amended. c. Pass as substituted. d. Fail to pass. e. Refuse to make recommendation (pigeon-hole) 2. House of Representatives. a. Proposed legislation assigned to either the full standing committee or an appropriate sub-committee. b. Legislators study content of bill and have staff or others conduct appropriate research. c. Other report techniques used. Include: 1) Investigating committees. 2) Open hearings. 3) Closed hearings. 4) Lobbyist pressure. 5) Listening to voters and public opinion.	

00042

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Legislative Branch (Cont.)	d. Assuming the committee acts favorably on the proposed bill, it is then placed on a House calendar for consideration and debate by the whole House of Representatives. e. Types of calendars. 1.) Union calendar - all public bills (financial expenditure) 2.) House calendar - all public bills <u>not</u> calling for expenditures. 3.) Private calendar - nonpublic measures, individuals, immigration, etc. 4.) Consent calendar receives Union and House Calendars - noncontroversial measures. 5.) Discharge calendar - recalled from committees by discharge petitions. f. Committee on Rules.- with majority of House approval of a special rule, can call up any measure regardless of its place on calendar. g. Debate stage. 1.) Time allocated on equal basis. (1 hour or less per member) 2.) Debate determined by Speaker, majority floor leader, majority whip, committee on rules, and chairman of committees. h. Committee of the Whole. 1.) Speaker steps down. 2.) Members limited to 5 minutes. 3.) To avoid formal debate under regular procedure.	

00043

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Legislative Branch (Cont.)	I. Amendment 1) After formal debate or consideration by Committee of the Whole House members may offer amendments to the measures under consideration. 2) Amendments are added to strengthen or weaken the pending bill. J. Voting 1) At conclusion of debate or when a 'previous question' motion has been adopted, the House votes on the pending bill. 2) Methods of voting. a) Voice vote. b) Standing vote. c) Teller vote. d) Roll call vote. k. Final steps in the House. 1) Engrossed - printed in final form. 2) Approved bills are signed by the Speaker. 3) House bill sent to Senate for their consideration. 3. Senate a. A bill follows steps similar to the House procedure. 1) Introduced by a Senator. 2) Read twice. 3) Given a number and short title. 4) Referred to a standing committee. b. The Senate has only one Calendar.	

00044

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Legislative Branch (Cont.)	c. Major differences. 1) Senate has unlimited debate - filibuster. 2) Unlimited debate can be stopped only by the Closure Rule (closure of debate). Votes to invoke closure have seldom been successful. 4. Conference Committee. a. If the House and Senate have passed slightly different versions of the same bill, a joint conference committee is created to iron out the differences or effect a compromise. b. The bill, resulting from compromise, is re-submitted to both houses for acceptance or rejection without amendment. c. Generally, bills reported favorably out of Conference Committees are rarely rejected. d. Bill sent to President for approval or veto. 5. Presidential action. a. Approval. 1) President signs bill within 10 days. 2) Bill becomes law after 10 days even if President fails to sign it. (unless Congress adjourns within the ten day period - in that case, the bill dies. Called the pocket veto.) b. Disapproval. 1) President vetoes.	

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Pages 31-55 were removed from this document prior to its submittal to EDRS in order to conform to copyright laws.

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee B Executive Branch	Executive Branch I. The President A. Qualifications 1. Natural born citizen 2. at least 35 years old 3. have resided in U.S. for at least 14 years B. Term in office 1. President term is 4 years in length 2. General rule - President limited to maximum of two full terms in office or eight years 3. Exception to rule - A President who has succeeded to the office beyond the midpoint in a term to which another was originally elected, he may serve more than eight years but not more than ten years. C. Compensation 1. Basic Salary 2. Expenses 3. Other compensations a. Yacht b. Airplanes c. Helicopters d. Travel expenses e. Entertainment expenses 4. Presidential Pension 5. Widow of a former President also receives pension D. Presidential Succession 1. Twenty-fifth Amendment 2. 1947 Presidential Succession Act	

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STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee B Executive Branch	E. Presidential Disability 1. See sections 3 and 4 of the Twenty-fifth Amendment F. Executive Office of the President Directly responsible to the President 1. The White House Office 2. National Security Council 3. Office of Management and Budget 4. National Aeronautics and Space Council 5. Office Of Economic Opportunity 6. Council of Economic Advisors 7. Domestic Council 8. Office of Intergovernmental Relations and others (See Chart #5) G. The Cabinet 1. appointed by President subject to confirmation by the Senate 2. has developed over the years through customs and usage 3. Cabinet posts a. Secretary of State b. Secretary of the Treasury c. Secretary of Defense d. Attorney General e. Postmaster General f. Secretary of the Interior g. Secretary of Agriculture h. Secretary of Commerce i. Secretary of Labor j. Secretary of Health, Education, and Welfare k. U.S. Representative to the United Nations l. Secretary of Housing and Urban Development m. Secretary of Transportation	

00048

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee on Executive Branch	II. Presidential Powers A. Executive Powers 1. General a. Article II lodges the executive power of the United States in the President b. The President is charged with the execution and enforcement of all federal laws c. Executive branch interprets the laws and exercised discretion in how vigorously to apply the law 2. Administrative Powers a. The President is Chief Administrator of the over 3,000,000 federal employees of the Executive Branch 3. Appointment Powers a. President appoints his own personal White House Officd staff b. President may appoint other top federal officials with the advise and consent of the Senate (Senatorial courtesy a fact of life) 4. Removed Powers a The President may remove from office any of his appointees with the exception of judges and member of imdependent regulatory commissions, B. Diplomatic Powers 1. Treaty power a. The President has complete authority to negotiate treaties with foreign governments The proposed treaties must have the "advise and consent" of 2/3 of the Senate before ratification by the President	

00049

V. Information Retrieval

Committee B
Executive
Branch

2. Executive Agreements
   a. many routine international agreements are made directly between the President and a cheif executive of a foreign state without senatorial approval. They are called Executive Agreements. They are legally binding as treaties.
3. Recognition Power
   a. The President has the power to recognize the legal existance of a foreign government and exchange diplomats with them.

C. Military Powers
   1. The President is Commander-in-Chief of the nations armed forces
   2. The President shares his military powers with Congress
   3. Presidential military powers are far greater during war time than during peace time
   4. President may use military powers to preserve domestic peace
   5. The President may federalize a state militia when necessary
   6. The President may use the Armed Forces to enforce federal law

D. Quasi-legislative Powers
   1. Executive Orders - The President may exercise implied power through the direct issuance of an Executive Order which has the full force of a federal law (just like a congressional act). It consists of a direct order such as President Truman's Executive Order to desegregate the armed forces during World War II.
   2. Veto Power - The President has the power to veto congressional acts in their entirety. A veto is subject to a 2/3 override by Congress

00050

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee B Executive Branch	3. Power to recommend legislation Much of the legislation considered by Congress has been submitted by the Executive Branch. President's legislation program is outlined in his State of the Union Message, special messages, budget, economic reports, and specific proposed legislation introduced by members of the Presidents party. 4. Power to call special sessions of Congress- The President has the power to convene special sessions of Congress to consider specific matters. E. Quasi-judicial Powers 1. The President may grant pardons and reprieves 2. The Presidents appoint federal judges with 'advise and consent' of the Senate a. may alter the balance of the court liberal -------- conservative judicial activists ----- judicial restraint 3. May suggest reorganization of court structure 4. May suggest increase or decrease of number of judges 5. May suggest increase or decrease of courts jurisdiction	

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Pages 62-72 were removed from this document prior to submission to EDRS in order to conform to copyright laws.

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Judicial Branch	"The judicial power of the United States shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish:" Article III, Sec. 1, U. S. Constitution I. Types of Federal Courts. A. Constitutional courts - regular courts. 1. Supreme Court. 2. Courts of Appeal. 3. District Courts. 4. Court of Claims. 5. Customs Court. 6. Court of Customs & Patent Appeals. B. Special courts - legislative courts. 1. Territorial Courts. 2. District of Columbia Courts. 3. Court of Military Appeals. II. Constitutional Courts. A. Jurisdiction (right of a court to try and decide a case). 1. Subject matter. a. Those cases arising under the Constitution, laws or treaties of the United States. b. Cases in the field of admirality or maritime law. 2. Parties. a. Cases affecting ambassadors, other public ministers and foreign consuls b. Cases to which the United States itself is a party. c. Cases between two or more states. d. Cases between two or more citizens of different states.	

000053

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Judicial Branch (Cont.)	e. Cases between citizens of the same state who claim land under grants from different states. f. Cases between a State, or its citizens, and a foreign state, or its citizens. III. Types of Jurisdiction A. Exclusive Jurisdiction - a case may be tried only in a federal court. B. Concurrent Jurisdiction - a case may be tried either in a federal or state court. C. Original Jurisdiction - a court in which a case is first heard has original jurisdiction. D. Appellate Jurisdiction - a court which hears cases on appeal from a lower court has appellate jurisdiction. IV. Federal District Courts. A. Structure. 1. 88 district court districts in the 50 states. 2. 1 district court district in District of Columbia. 3. 1 district court district in Puerto Rico. 4. Over 400 (1970) District Judges serve. 5. Judges preside individually and en banc (3). B. Jurisdiction. 1. District courts have original jurisdiction over all federal cases except those within the original jurisdiction of the supreme court. 2. District courts have appellate jurisdiction over cases on appeal from: a) Court of Claims b) Customs Court c) Court of Customs and Patent Appeals 3. Cases tried in District Courts may be appealed to the Courts of Appeal.	

00054

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Judicial Branch (Cont.)	V. Federal Courts of Appeal. A. Structure. 1. 11 Court of Appeal Districts. 2. 3 - 13 judges serve on each court. 3. 88 Appeals Judges serve (1968). B. Jurisdiction. 1. Appellate jurisdiction over cases on appeal from Federal District Courts. 2. Appellate jurisdiction over cases involving rulings and orders of certain independent regulatory agencies. 3. No original jurisdiction. VI. Supreme Court. A. The only court specifically created by the Constitution. B. Composed of a Chief Justice and 8 Associate Justices. C. It is the highest court in the land that passes ultimate judicial power. D. Jurisdiction. 1. Original jurisdiction over cases affecting ambassadors, ministers, and consuls. 2. Original jurisdiction over cases in which a state is a party. 3. Appellate jurisdiction over certain cases from lower courts (Federal and State). E. Operations of the Supreme Court. 1. Sessions: a. Meets October thru end of June. b. Hears cases for 2 weeks. c. Spends next 2 weeks studying briefs, writing opinions discussing cases. d. Quorum - 6 justices. e. If evenly split, lower court verdict stands. f. Judge (by custom) will disqualify himself if he has any interest in case.	

00055

Supreme Court 9 Justices

Original Jurisdiction
1. Cases affecting ambassadors, ministers, consuls.
2. Cases in which a state is a party.

Appellate Jurisdiction
1. Certain cases from lower courts.
2. Certain cases from State courts within federal jurisdiction because of parties or subject matter.

State Courts of Highest Jurisdiction

11 Courts of Appeal of the U. S.
Appellate Jurisdiction

Cases from federal district courts.

Rulings & orders of certain independent regulating agencies such as SEC & NLRB.

Court of Claims
Original Jurisdiction.

Tax & contract claims against U.S. Gov't.

Court of Customs & Patent Appeals

Review of certain customs, patent, trademark, and import trade cases & rulings.

Court of Military Appeals
Appellate Jurisdiction.

Review of court martial decisions.

Subordinate State courts and Administrative Agencies

92 District Courts of the U. S.
Original Jurisdiction

Civil trials as specified in federal statutes under Art. III of the Constitution.

Criminal trials of offenses as defined by federal law.

Certain tax & contract claims.

Review and enforcement of certain administrative orders.

Customs Court
Review rulings of collectors of customs.

Patent Office
Grants patents & registers trademarks.

Tariff Commission
Makes certain findings as to unfair practices in the import trade.

Courts Martial
Military tribunals trying armed service personnel under military law.

Administrative Agencies of the United States
Independent Regulatory Commissions (ICC & FTC, etc.), Administrative agencies, such as Railroad Retirement Board, and department heads such as Secty. of Agriculture, make rulings and orders, which are of a quasi-judicial nature and which are in varying degrees subject under federal statutes either to review or enforcement by the courts.

——— Major lines of appeal.
——— Minor lines of appeal.

00056

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Judicial Branch (Cont.)	2. Conferences: a. Every Friday - discuss Constitution and legal issues of a case. 3. Majority and dissenting opinions. a. Chief Justice gives assignment to judge. He circulates a tentative opinion to his colleagues for their opinion. Comments and additions are made and a majority opinion is given. If a judge agrees with the majority opinion but for different legal or social reasons, he may write a concurring opinion. A minority opinion follows the same procedure (dissenting opinion). 4. Court reports. a. Opinions are officially printed.	
	VII. Judicial Reform. A. Problems. 1. Crime rates are soaring. 2. Volume and complexity of litigation increasing. 3. More people going to court over more things. 4. Auto accident litigation consumes almost 1/3 of work load of courts. 5. New technology leads to new litigation. 6. New social and political forces are increasingly point to court. 7. New court procedures make search for a true verdict seem irrelevant to the ritual of the trial. 8. In the last decade, jury trials have become on the average twice as long. 9. Legal expenses are rising. 10. Courts are falling years behind in their calendars. 11. The average citizen has to wait between 2 1/2 to 5 years to receive damages in civil suits.	

00057

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Judicial Branch (Cont.)	12. Courts have suffered too much from politics, corruption, and judicial incompetence. 13. The legal process has too often been used against the poor and minority groups. B. Possible solutions. 1. 'Discriminalization' or delegalization of certain offenses. a. Drunkenness - 1/3 of all persons arrested in the U. S. are charged with drunkenness with no noticeable effect on alcholism. b. Prostitution - parading prostitutes through the courts over and over again has no noticeable effects on anyone. c. Purchase and possession of drugs - growing number of cases clogging courts - treating addiction as a crime is pointless (though sale should remain a crime). d. Gambling - betting has become such a part of the national scene that few people seriously consider it a crime. e. Wills - probate of wills could be handled by a tax office. f. Divorce - uncontested divorces are routine matters that could be handled by an arbiter. g. Bankruptcy - 90% of the 200,000 bankruptcies filed in federal courts are "no-asset" cases which could be settled without a trial and a judge. 2. No-fault Auto Insurance - the victim would simply collect the damages from his own insurance company. He would not go to court except in special cases.	

000538

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Judicial Branch (Cont.)	a. "The Federal Judicial Center study estimates that as a result of 220,000 suits arising from auto accidents in 1968, the victims collected a net of $700 million and the law profession (representing both plaintiffs and defendants) collected $600 million plus expenses. The victims who suffer the most collect relatively the least: those with losses over $25,000 collected an average of only one-quarter of their losses, according to another federal study. But the lawyers do well. The most prestigious big-city law firms handle little personal-injury work, or scorn it altogether, but it is the bread and butter of smaller firms and especially of the small-town lawyer. The Judicial Center study estimates that lawyers' contingency fees average 35.5 percent of the recoveries they win for their clients." Quote p. 152 Fortune, August, 1970. 3. Minor traffic offenses - could be moved out of the courts into administrative offices. 4. Judicial administrative reforms. a. Improve efficeincy of courts. b. Streamline state judicial systems. c. Increase number and quality of judges. d. Improve record keeping. e. Reduce number of "decision points". f. Omnibus hearings. g. Individual judicial calendar. h. Have professional court administrators.	Fortune, Aug. 1970

65009

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Judicial Branch (Cont.)	5. Improve quality of judges - "Run of the mill" judges at the state and local levels are too frequently incompetent. The corrupt judge is as common as the corrupt policeman. Methods of appointing and electing judges are ripe with political plums. a. 18 states now use some form of the Missouri plan. Missouri plan provides for non-partisan troup of lawyers and laymen to draw up a slate of candidates from which the governor fills the vacancy. b. Qualification commissions - watch dog groups of lawyers and laymen (17 states) use flexible and informal methods to improve performance on the bench. Has resulted in many judicial resignations.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Independent Regulatory Agencies	I. Independent Regulatory Agencies (4th Branch of Government) A. These agencies are not a part of any administrative department and they are not subject to any direction by the President or any of his officials. (some are and some immune) B. Three types of authorities. 1. Administrative or rule enforcement. 2. Quasi-legislative, or rule making. 3. Quasi-judicial, or dispute settlement. II. Congress was able to provide: A. A system to provide continuity in the direction of regulatory policies and the process was much simplified. B. Contrary to separation of powers (administrative, quasi-legislative, quasi-judicial) passed by agency C. Some ffel this power is a great part of their success. D. Composition of its membership may or may not be a part of their strength. E. Have 5, 7, 9, 11 memebers appointed for 5, 6, 7, 8 or more years. F. Tenure and specialization tends to make members experts. G. Member bipartisan and removed only according to Congressional acts. H. Created to regulate various segments of our economic life. Railroads, radio, banks, T. V., public utilities, labor unions and various businesses come under their guidance. I. Responsibility to congress. a. Created by congress. b. Purposed defined by congress. c. Funded by congress.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Independent Regulatory Agencies (Cont.)	III. The Interstate Commerce Commission. A. Unfair practices by railroads help to create the ICC. B. Set up in 1887 to regulate freight and passenger rates. C. Rebates or refunds given to large companies (Standard Oil) and not smaller companies. D. Bigger shippers could run smaller shippers out of business. E. Power of ICC increased by Congress to include air, boat, land, food and other goods we buy to be requested by the ICC. F. Regulates all rates on all interstate common carriers. G. Eleven members - elect chairman - bipartisan. IV. The Federal Reserve System. A. Member banks (6,000+) 1. All 'National' banks are required to belong. 2. Many 'State' banks join. 3. Over 6,000 of the 14,000 commercial banks belong. 4. Members control over 85% of deposits. B. Reserve Banks (12) 1. Created and owned by member banks- but not controlled by them. 2. Functions: a. Service. 1) Hold member bank deposits. 2) Provide currency as needed. 3) Serve as clearing house. 4) Fiscal agent and depositing for government.	

00063

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Independent Regulatory Agencies (Cont.)	b. Control. 1) Inspect and supervise member bank operations. 2) Engage in open market operations. 3) Extend credit to members. 4) Set reserve requirements. 5) Control re-discount rate. C. Board of Governors. 1. Independent, expert body free from political pressure. 2. Top policy making body of the system. 3. 7 men appointed by President for 14 year terms. 4. Board assisted by Federal Open Market Committee. D. Major xontrols. 1. Regulate reserve requirements. a. Reserve requirements vary between 7% to 22% - 20% average in recent years. 1) Raise reserve requirements = no new loans - less credit available. 2) Lower reserve requirements = more new loans - more money in circulation - more credit. 2. Open market operations. a. Federal Reserve Banks buy and sell government bonds to and from member banks. 1) Buying bonds = more money - more credit available. 2) Selling bonds = less money - less credit. 3. Regulate rediscount rate. a. Federal Reserve banks loan member banks money in exchange for member banks negotiable paper. Federal Reserve charges interest which is called the re-discount rate. 1) Raise rediscount rate - less money in circulation. 2) Lower rediscount rate - more money in circulation.	

00064

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Independent Regulatory Agencies (Cont.)	V. The Federal Trade Commission (FTC) A. Charged to keep business competition free and fair. B. Protect the consumer from flammable materials (dolls, sweaters, etc.) and labeling of wool, fur, cans, etc. C. Prevent monopolies. D. 5 members appointed by President with Senate approval for 7 year terms. VI. Federal Power Commission (FPC) A. Public utilities - regulation of power, waterfalls, hydroelectric plants, natural gas, etc. B. Regulate between states - states regulator intrastate. C. Five members - appointed by President - 5 year terms. President names chairman. VII. Federal Communications Commission (FCC) A. Controls radio, T. V. B. Licenses all radio and T. V., determines wavelengths. C. Telegraph, telephone, etc. D. Makes sure no interference among stations (radio,T.V.) E. Regulates rates of telephone and telegraph (interstate). VIII, Securities and Exchange Commission (SEC) A. Following stock market crashes or panics in 1884 or 1929, the populist demand governmental control. B. 1933-34 Congress - established the SEC with several laws: 1. To protect citizens and nation against willful fraud in stocks and bonds. 2. Companies must give the buyer complete information on all stocks and bonds. 3. Eliminate dishonest practices in sale of securities. 4. Prevent use of interstate commerce facilities or the mails to sell securities (not properly registered).	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Independent Regulatory Agencies (Cont.)	C. Companies must register with the S.E.C., D. Regulated gas and electric (holding companies). E. Regulates down payments and time payments in buying stocks and bonds. IX. National Labor Relation Board. A. Origin: 1. Wagner Act (1935) 2. Taft-Hartley (1947) B. Employers must: 1. Bargain with employees (unions). 2. Barred from discriminating because of union membership. 3. They may not give a union financial help or make union membership or nonmembership a condition of employment. 4. Unions or their agents are forbidden to interfere with employees in the exercise of their rights to form an organization for collective bargaining. a. Cannot force an employer to discriminate because of union membership or nonmembership. b. Not force negotiations with one union when another is the legal bargaining agent. X. Power of NLRB. A. Issue orders to: 1. Stop unfair labor practices. 2. Designate the appropriate units for collective bargaining. 3. Conduct hearings and investigations. 4. Conduct elections to determine employees' choices for their representatives in collective bargaining. 5. Petition federal courts for enforcement of its orders.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Independent Regulatory Agencies (Cont.)	XI. Landrum-Griffin Act - 1959. A. Requires labor unions and management to make certain financial and other reports to federal government. B. Regulates picketing and secondary boycotts. C. Dispute between unions - NLRB - conducts secret elections to determine a bargaining agent. D. Other agencies to be explored by group: 1. Federal Mediation and Conciliation Service. 2. National Mediation Board. XII. The Equal Employment Opportunity Commission (EOC) A. Created 1964 - Civil Rights Act. B. Duties: 1. End discrimination based on race, color, religion, sex or national origin in all matters affecting employment. 2. Initiate and promote programs designed to provide job opportunities for minority groups and for women. C. Investigates charges of discrimination. D. Consists of 5 members appointed by the President for 5 years.	

00067

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E Politics and Elections	I. Political Party Organization. A. Precinct - smallest political unit.. 1. Headed by precinct committeeman or captain. 2. Precinct captain direct intermediary between party and the individual voter. 3. Elected by: a. Direct primary. b. Precinct caucus. B. Ward - a larger political unit consisting of a number of precincts. 1. Headed by a Ward Chairman. C. County Committee - consists of the precinct and/or ward committeemen. 1. Elected by: a. Direct primary. b. Caucus. D. State Central Committee. 1. Composed of county committeemen. 2. Chairman of State Central Committee is the principle director of state campaigns. 3. State Central Committee controls a great deal of patronage when their party is in power. E. National Committee. 1. National committeemen to committeewomen are chosen from each state. 2. Chairmen of National Committees are normally chosen by each party's Presidential candidate. II. Methods of Nomination. A. Caucus. B. Self-announcement. C. Petition. D. Party convention.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E Politics and Elections (Cont.)	E. Direct primary. State party elections to nominate party candidates for office. 1. Closed primary. a. Closed to non-party members. b. Type preferred by party officials. c. Voter must declare political party affiliation. 2. Open primary. a. Open to members of both parties. b. Voter does not have to declare his political affiliation. III. Elections - General. A. Eligibility to vote. 1. Citizenship. 2. Residence. 3. Minimum age. 4. Miscellaneous (in some states). a. Registration. b. Lawabiding and mentally fit. c. Literary test. B.. Recent improvements. 1. Negro voting - the Civil Rights Acts of 1957, 1960, and 1964 have greatly increased the number of Negroes now eligible to vote. 2. Poll tax - the Twenty-fourth Amendment which was was ratified in 1964 banns the payment of a poll tax as a pre-requisite to voting in a federal election. 3. Literary tests - public law 88-351 (1964) made a sixth grade education a rebuttal presumption of literacy.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E Politics and Elections (Cont.)	4. Age minimum - a 1970 congressional act lowered the minimum voting age to eighteen as of Jan. 1, 1971. The law will be tested by the Supreme Court during its 1970-1971 term. 5. District of Columbia Suffrage. a. The Twenty-third Amendment, ratified in 1961, extends the right to vote in Presidential elections to the residents of the District of Columbia. They cast 3 electoral votes. IV. Proposals for Expanding the Right to Vote. A. Recommendations of the President's Commission on registration and voting participation (Report - Dec. 20, 1963): 1. Each state should create a commission on registration and voting participation, or utilize some other existing state machinery to survey in detail its election laws and practices. 2. Voter registration should be easily accessible to all citizens. 3. Residence requirements for voting in city and county elections should not exceed 30 days. 4. Residence requirements for voting for state officials should not exceed six months. 5. New state residents should be allowed to vote for President, regardless of their length of residence in the new state, if qualified to vote in the state from which they moved. 6. Voter registration should extend as close to election day as possible.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E Politics and Elections (Cont..)	7. Voter lists should be kept current. 8. No citizen's registration should be cancelled for failure to vote in any period less than four years. 9. Voter registration lists should be used only for electoral purposes. 10. States should provide absentee registration for voters who cannot register in person. 11. Literary tests should not be a requisite for voting. 12. Election Day should be proclaimed a national day of dedication to American democracy. The Commission suggested that "the states should consider declaring the day a half-day legal holiday." 13. Polling places should be so equipped as to eliminate long waiting periods. 14. Polling places should be open throughout the day and remain open until at least 9 p. m. 15. The states should provide every possible protection against election fraud. 16. Voting by persons 18 years of age should be considered by the states. 17. Candidacy should be open to all. 18. Absentee voting by mail should be allowed for all who are absent from home on primary or general election day.	
	V. Types of Ballots. A. Australian (secret) ballot.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E Politics and Elections (Cont.)	B. Two major ballot forms. 1. Office-group or Massachusetts ballot--conducive to split ballots. 2. Party-column or Indiana ballot--conducive to voting straight tickets. C. Methods of voting other than use of paper ballots at polls. 1. Voting machines. 2. 'Punch' ballots. 3. Absentee ballots. 4. Disabled voter's ballots. VI. National Conventions. A. Purpose. 1. Nominate presidential and vice presidential candidates. 2. Formulate party platform. B. Site chosen by National Committee every four years. C. Convention delegates chosen by: 1. State conventions. 2. State committees. 3. Direct primary. 4. Combination of above. D. Convention proceedings. 1. Convention opened by National Chairman. 2. Temporary Chairman appointed by convention. 3. Temporary Chairman gives 'keynote' speech. 4. Temporary committees appointed. a. Committee on Permanent Organization. 1) Nominates permanent convention officials. 2) Officials are elected by convention. 3) Convention officially organized.	

00022

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E Politics and Elections (Cont.)	b. Credentials Committee. 1) Examines credentials of delegates to see if they are properly elected to represent their state. 2) 1968 Democratic Convention examples. a) Credentials of delegates from 17 states were challenged. b) The convention seated a new loyalist Democratic faction from Mississippi and unseated the delegation of the traditionally segregationist, ultra-conservative regular party. c) A compromise was forced between the old-line conservative Georgia Democrats and a liberal, fully integrated insurgent slate. c. Committee on Rules and Order of Business. 1) Very important to operation of convention. 2) Example: Democratic Convention, 1968 abolished the manditory unit rule for the 1968 convention and at every level of party activity leading up to and including the 1972 convention. (Main business of determining platform and nominees begins). d. Committee on Resolutions and Platform. 1) Party Platform - statement of party politics and program. 2) Composed of planks. 3) Designed to win votes and unify party. 4) Example: Democratic Convention 1968. Bitter debate over Vietnam plank eventually won by Humphrey and administration supporters at the expense of party unity.	

00723

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E Politics and Elections (Cont.)	5. Nomination of the candidates. a. Nominations introduced by state delegations in alphabetical order. b. A nominating speech is made. c. One or more seconding speeches are made. d. Wild demonstrations for the nominee are staged on the convention floor. 6. Balloting for presidential nominees. a. Done by state delegations in alphabetical order. b. First nominee with a clear majority of delegate votes wins the nomination. 7. Balloting for Vice Presidential nominees. a. Generally the Presidential candidate designates his choice for a running mate and the convention follows his wishes. b. Vice Presidential candidates are often chosen according to geographical and political considerations to balance the ticket. VII. Presidential Elections. A. General 1. Formal campaigns run from the convention until election day. 2. Presidential elections held every 4 years (next in 1972) on the Tuesday following the first Monday in November. 3. Voters do not vote directly for the President and Vice President. B. Electoral college system. 1. Total electoral votes - 538. 2. Each state is entitled to as many electoral votes as it has Senators and Representatives (535). 3. District of Columbia entitled to 3 electoral votes (23rd Amendment).	

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V. Information Retrieval

Committee E

Politics and Elections (Cont.)

4. Voters vote for a slate of electors pledged to support the chosen candidate.
5. Each party selects a full slate of candidates for the Electoral College at their primaries.
6. The slate is chosen at large - party candidate receiving the most votes in state wide election has its slate elected.
7. Electors meet in each state after the election on the first Monday after the second Wednesday in December. They cast their electoral votes for President and Vice President and send separate certified lists to the President of the Senate.
8. Soon after Congress convenes its new session in January, a joint session of the House and Senate is held and the President of the Senate opens the sealed returns and the electoral votes are counted.
9. The candidates receiving a majority of votes are proclaimed elected.

C. Major objections to the Electoral College System.

The existing Electoral College system, under which the entire electoral vote in a state is given to the candidate whose electors have won a plurality of the popular vote, has long been a matter of controversy.

Major objections to the current system:

1. It has permitted the election of three Presidents who trailed their opponents in the national popular vote.
2. The founding fathers never intended that the states would cast their electoral votes en bloc. Under the unit rule, minority popular votes not only are not reflected in a state's electoral votes, but are added to those of the majority and given to the candidate against whom they were cast.

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V. Information Retrieval

Committee E

Politics and Elections (Cont.)

3. The unit system offers no incentive for a heavy voter turnout in supposedly "safe" states.
4. In large states which are fairly evenly divided between the major parties, the unit system inflates the bargaining power of splinter parties and pressure groups.
5. The system puts a premium on fraud because juggling of a few votes can swing the electoral votes of an entire state.
6. The current electoral system gives state legislatures the power to direct any method they wish of selecting Presidential electors. While moral pressures have forced the legislatures to authorize a popular vote within the respective states, the possibility of abuse of power by state legislatures exists.
7. There is no legal way to force an elector to vote for the candidate to whom he pledged himself. In a close election, several electors could be bribed, or simply change their minds, and the selection of the President has altered.
8. If an election is thrown into the House of Representatives because of the failure of a candidate to win a majority of electoral votes, an archaic and totally unrepresentative system goes into operation. Each state has a single vote, in total disregard of its population. Furthermore, the votes of evenly split delegations are not counted at all.

D. Defense of Electoral College system.

1. With minor amendment, it has successfully withstood the test of almost two centuries. Former President Kennedy, defending the current system as a Senator during a 1956 floor debate, said it was one "under which we have, on the whole, obtained able Presidents capable of meeting the increased demands upon our Executive...No urgent necessity for immediate change has been proven."

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E Politics and Elections (Cont.)	2. Only once, in 1876, did a man who actually had a majority of the popular vote fail to win the Presidency. The other "minority" Presidents were opposed by men who also failed to win an absolute majority, and probably would have won in run-off elections with their major opponents. 3. Any method of electoral reform which preserves the federal system by according each state two extra electoral votes could result in the election of a candidate who did not receive the majority of popular votes. The only alternative would be direct popular election of the President. 4. Weighting the composition of the Electoral College to give adequate representation to the small and sparsely settled states had been necessary if the authors of the Constitution were to reconcile those states to the idea of federation. 5. The choice of President has fallen into the House of Representatives only twice (in 1800 and 1834), a remarkably low average. 6. The unit rule's "winner-take-all" feature discourages the growth of splinter parties, which have been an impediment in the path of democratic growth in some European countries. E. Reform Proposals. 1. Bayh Amendment - direct election. a. Direct election of the President by popular vote most popular reform proposal. Recently (1970) failed to receive Senate approval after passage by the House. 2. Lodge-Gosset Amendment - proportional method. a. Division of electoral vote in direct proportion to popular vote. 40% plurality needed for Presidency.	

22009

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E Politics and Elections (Cont.)	3. Mundt-Condert Amendment - district plan. a. 535 members of the Electoral College would be chosen exactly as are members of Congress. Create 435 single member districts (use Congressional districts) and elect 2 each from the states in a state wide election. 3 would be chosen from the District of Columbia.	

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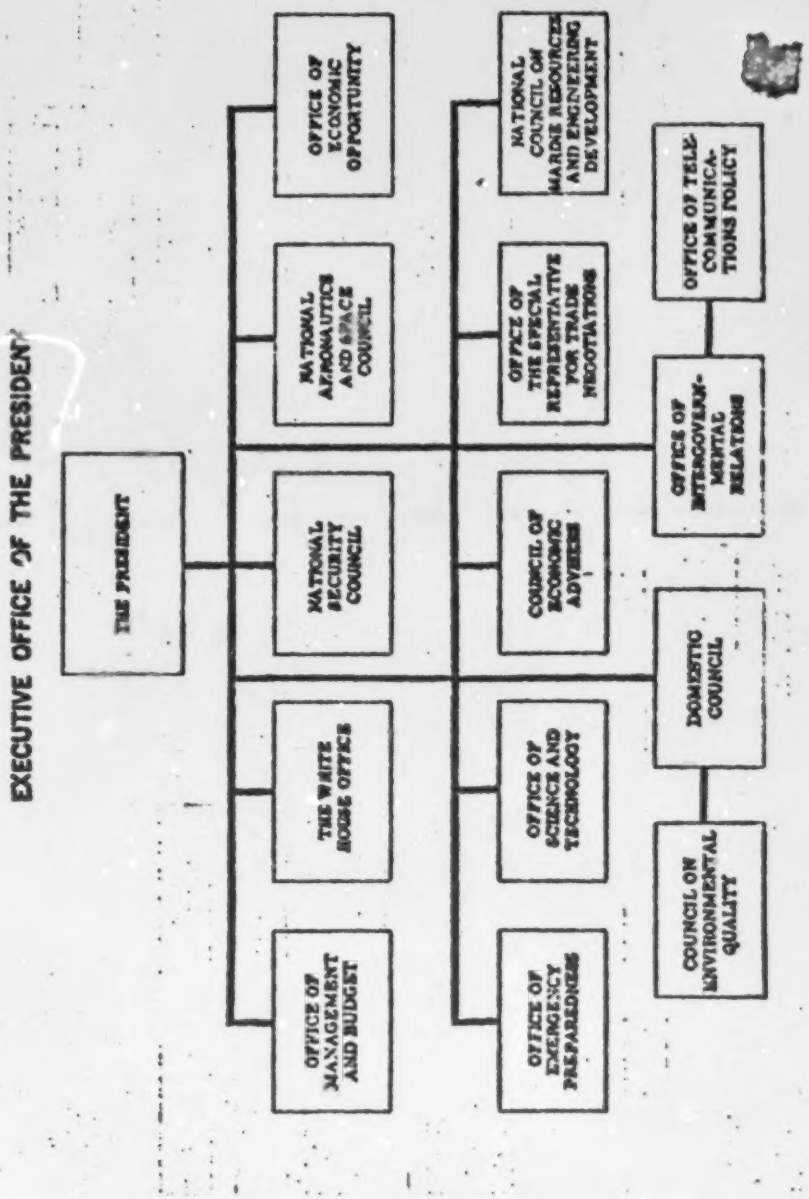
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OFFICE OF INTERGOVERNMENTAL RELATIONS
OFFICE OF TELECOMMUNICATIONS POLICY

00080

Strategy

VI. Suggested Reporting Activities

Suggested Reporting Activities

1. Prepare a suggested list of books and reference materials that should be purchased by the school library to aid in the study of current American government.
2. Have committees prepare and present a class report concerning the political problems, controversies, and suggested reforms in each of their areas.
3. Prepare for distribution to the class one-page reference sheets on each Cabinet department and major independent regulatory agencies.
4. Have students prepare permanent oversize organization charts for the major governmental branches and agencies.
5. Conduct a mok legislative session, Cabinet meeting, National Security Council Meeting, or Urban Affairs Council meeting.
6. Stage a debate between students taking the roles of Presidential condidates, etc.
7. Conduct a 'meet the press' interview of a group of representatives of the major political parties.
8. Report on the questionnaire concerning local citizen's suggested political reforms.
9. Prepare and circulate a bibliography and statement of position of national political candidates in local area using the Womens League of Voters format.
10. Write a satire on one aspect of our government.

00081

Strategy	Learning Activities
VII. Overview	
A. To review the questions posed earlier by the class compare the answers reported by the committees.	After the committees have reported to the class, time should be allowed to review what has been learned and to evaluate the efforts of the learners. Perhaps the class will choose to consider all the original questions that were raised during the introduction to the unit to determine if all of them have been answered. The major questions will, therefore, be reviewed and thus a foundation will be laid so that students will be able to go beyond the material studied to arrive at generalizations.
B. To gain a perspective concerning the parts of the unit as well as the broader aspects of it.	Beyond the specific questions raised during the introductory phase, the teacher will need to add some 'big questions', questions which are broader than any specific topic of an individual committee. Some of these big questions might be: 1. Does the American Government function according to the organization charts and theory or are there informal customs and practices that function behind the scenes? 2. Considering the recent trends and practices in campaigning for political office, what effects will it have on an individual of moderate means who would like to seek political office? 3. To what extent do we retain democratic government during war time with the exercise of Presidential War Powers? 4. To what extent should the federal courts practice judicial restraint or judicial activism. 5. Is there a danger that the independent regulatory agencies are unduly influenced or even controlled by the industries or institutions they are to regulate. 6. Has the Executive Branch of the government grown too large to be effectively supervised and controlled. 7. To what degree should secret committee meetings, testimony, voting, and censored documents be allowed to exist in the operation of Congress. 8. What might be the effects of governmental data banks, wire tapping, no-knock search warrents, access to federal tax forms, and credit ratings have on individual privacy.

28000

Strategy	Learning Activities
VIII. Generalizations	"(In a free system) What things will be produced is determined by the votes of consumers - not every two years at the polls but every day in their decisions to purchase this item and not that."
To allow students the opportunity to derive hypothesis and generalizations concerning the laws which govern human behavior.	"With their present specialization of effort and numberous wants, civilized populations are dependent on many and often distant regions for a considerable part of their food, clothing, and other requirements."
To develop the ability to infer from specific data.	"As the capital good became more intricate and expensive, people began joining efforts in owning these means of production."
	"Thr rise of (farm) productivity has constantly decreased the proportion of population engaged in farming, releasing the remainder to live in towns or cities and to work in factories or other lines."
	"Factory production brought population congestion."
	"One of the basic incitements to violence has been that there was not enough of the world's goods to go around among the many claimants, even with the low standards of living accepted as normal in a given time."
	"With few exceptions, the higher the price, the lower will be the quantity sold, and vice versa."
	"...the poorer a family, the greater the proportion of its total expenditure used for food."
	"The government of large and complex social orders have always actively dealt with economic behavior."
	"Each human being is born into a society which is not formless but organized."

00083

Strategy	Learning Activity
VIII. Generalizations (Cont)	"Inherent in the association of human beings in society is the problem of regulating the power of some individuals or groups over others."
	"Society can exist only when a great number of men consider a great number of things under the same aspect, when they hold the same opinions upon many subjects, and when the same occurances suggest the same thoughts and impressions to their minds."
	"...human society depends upon each person's performing certain tasks in a certain way at the same time that others perform different tasks."
	"...as a social movement continues to grow, it acquires a framework of organization."
	"Social institutions change when human needs change."
	"In a complex society, associations tend to be specialized so that each stands for a praticular type of interest or interest complex."
	"Every type of great association has at one time or another been considered subversive."
	"In all the countries where political associations are prohibited, civil associations are rare."
	"...wherever society exists, man must set up lines authority for the purpose of organizing for the common defense, the administration of justice, and the preservation of domestic order."
	"(An important principle underlying all systems of government is) that of willingness to sacrifice for the general good of the group."
	"When private property rights are a recognized means to personal security and happiness, men will organize governments to protect these rights."

00084

Strategy	Learning Activities
VIII. Generalizations (Cont.)	"The investment of leaders with the exclusive right to emply force or coercion in government occurs only with the formation of the conquest state."
	"The continuing and most inclusive issue of politics is the relationship between the liberty of the individual and th authority of the state or government."
	"A democratic society derives its strength from the effective functioning of the multitude of groups which it contains."
	"...individuals and groups oppose vigorously government regulation of their activities, ther will arise sooner or later individuals who will lead the sufferers in protest."

000085

Strategy	Suggested Culminating Activities
IX. Culminating Activities To provide a meaningful review and synthesis of the data of American Government. To provide opportunity to communicate students' developing insights.	1. The student may develop a content outline of the basic essentials of American Government that they feel are relevant and need to be taught. Students might consider writing their own textbook or syllabus. 2. Organize a letter-writing campaign to accomplish some desirable end identified by the class (such as direct election of the President, abolishment of seniority system, etc.) 3. Seek to influence the voting public through techniques such as letters to the editor, posters, hand-out fact sheets, pamphlets, radio and TV interviews, etc., or some local, state, or national political issue. 4. Secure copies of Guy Rexford Tugwell's proposed new constitution for purposes of comparison and analyzation. 5. Select an area such as "direct popular vote" for the president as one which the class would like to pursue to achieve social action. Design a strategy for mobilizing public opinion and achieving a political reality. Carry through on the plans. 6. Obtain permission for a "soap box" location. Have signs announcing the speaker at the noon hour (one of the class members). Prepare speeches on government to be delivered from the "soap box". Over a period of time the whole class can "get in the act."

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